

Hector's World® - Lesson Plan

Interactive Episode – 'Cyberbullying: You're Not Alone'

Years 3-4

OBJECTIVES:

1. Children understand that teasing is bullying and is never a joke
2. Children understand the range of feelings of those who are teased or bullied

SUGGESTED LESSON PROGRESSION:

Teacher's Hints

This episode contains two "Pause Points" which are designed to provide an opportunity for classroom discussion. Although this lesson may stand alone, it is preferable that the learners have been introduced previously to Hector's World or that the lesson is used within the context of a unit on Hector's World and online safety. This lesson involves identifying some of the characters traits and this will be easier for the learners if they have viewed previous episodes. Episode 1 – "Details, Details.." provides a good introduction to the characters. At the end of this lesson plan there are additional extension activities and learning links.

Connecting learners

Introduce the animation to the class by asking who is familiar with Hector's World. Allow the learners to share some of their previous knowledge.

Explain, for anyone who is not familiar with the resource, that Hector and his friends live under the sea in Silicon Deep. They have lots of technology like computers and mobile phones because a cargo ship that was carrying the items sank. Now they are all learning about how to use these 'sunken treasures' safely.

Ask: "This episode is about cyberbullying. Does anyone know what that is?"
(Briefly acquaint the learners with the term through a short discussion. Only a basic understanding of the term is required at this point)

Explain: "In this episode, one of the friends gets cyberbullied. That person needs some help to get the problem sorted out."

Activating learners

A pause point symbol will appear in the episode in the lower right corner 3 seconds before the point to stop the video.

Start the animation.

Pause Point 1: At the first pause point, stop the animation and allow the learners time to digest the question and share some ideas. There are two primary questions for discussion at this first pause point. The discussion could be preceded by a short explanation of 'altering' or 'morphing' a photo,

Ask:

- How would Ming be feeling about the altered photo that made fun of her?
- How would Ming be feeling about that photo being sent to many other people?
- What could Hector and his friends do to help Ming?

Some additional questions to ask:

- Why do you think Brooke and Bella sent the messages in the first place?
- Is it a good joke to play? Why not?

Pause Point 2: At the second pause point, stop the animation and again allow the learners time to digest the question and share some ideas.

Ask:

- What would you suggest Ming do?

This time, direct the discussion towards advising a victim of cyberbullying to seek assistance. Ideally, Ming (being a child) should seek help from a parent.

Conclusion of the animation: Immediately following the viewing, briefly recap the episode with the learners to check understanding.

Gather learners into small groups and distribute scene cards, one to each group.

- *Brooke and Bella thinking about what they did*
- *The friends happy when Ming returns to the group*
- *Brooke and Bella when they saw Ming's reaction to the first message*
- *Hector when Ming ignores him*
- *Sprat when he sees the message*
- *Tama when he sees Brooke and Bella laughing*
- *Hector when he is asking for help from the audience*
- *Ming crying in her room*

Ask the group to take one minute to write down three words which describe how the character is feeling in each picture. After one minute, groups should exchange cards with another group and so on until each group has had each card. Each group keeps the same piece of paper for recording their answers throughout the exercise.

Demonstration of learning

Groups report back to the class the words they came up with for each scene. This could be done on a whiteboard, using a digital projector, or on large sheets of paper.

Consolidation of learning

Distribute the Cloze Cyberbullying worksheets (attached). Learners complete the sheets individually where possible. Use the words on the board to complete the sentences.

Extension Activities for All Age Groups

Here are some suggested activities that can be used to further extend children's understanding of cyberbullying. We have included all age groups here to suggest a range of activities, which can then be modified to suit your own class.

Some of these activities use other Hector's World resources that are available on Information Island at www.hectorsworld.com.

A discussion of 'assets'

In the episode, Ming is shown as being generally very confident, having supportive friends and a responsive parent. But not all children will be so fortunate.

Junior classes:

Discuss, demonstrate and **display** strategies for the learners to follow regarding:

Actions to take in instances of bullying:

- Tell an adult
- Talk to a friend
- If a friend talks to you about bullying, take them to tell an adult.

Being part of a supportive peer group:

- How to join in with a group
- How to spot someone feeling left out (body language, sitting alone, looking sad etc.)
- How to ask someone if they need help
- How to support someone being bullied

Senior classes:

Make a list of Ming's assets – the advantages/support she has – and talk about things children who didn't have those advantages could do. For example, if the first trusted adult a child tells about the bullying minimises the problem, what can the child do? Or the child is new to the school and doesn't have a network of friends yet – what can they do?

Photos and photo netiquette

Images of ourselves are very personal. Is it okay to take a photo of someone without their permission? Is it okay to alter that picture without their permission? What happens to a photo once it is sent? Can it be retrieved?

Junior classes:

Focus on accentuating the positive aspects of photography. Bring a favourite family photo to school and discuss why it is special.

Ask the group:

- Why do we take photos?
- What special occasions do we take photos of? (e.g. holidays, parties, family gatherings)
- How do we feel when having our photo taken?
- Do we always enjoy having our photo taken?
- Who do we share our photos with?
- Why do we say cheese?

Create a class display of their favourite photos (or take some with the class digital camera) under the heading '**Photos are for...**' with some of the key words from the previous discussion (e.g. holidays, good memories, family times, friends).

Senior classes:

List good strategies for being responsible with a digital camera (including one in a phone), and the importance of getting a parent or teacher's permission before sending or posting an image of themselves.

A 'Digital Photo Ps and Qs' or 'Guide to Photo Courtesy/Photo Netiquette' could be displayed on the classroom wall. This idea could be introduced across the school as a student initiative to encourage responsible use of digital images by everyone. If the school has a consent process for publishing student images or details online, the class could discuss this process thinking about what scenarios the process might cover, whether they themselves are involved in the process, and why there is a process in the first place.

Music video and song (all these resources are available on Information Island)

The music video "Cyberbullying: Turn It Around" could be played to introduce the class to the music and lyrics. Play the music video then have a discussion about the feelings the class had about the song and lyrics.

Supply each learner with a printed song sheet and go over the words of the song until everyone is confident. The MP3 file is played and the children can sing along.

Other ideas:

In groups, work out movements to the song.

Cascade the song to another class.

(The class could share the song in an assembly or teach it to another class. This could cascade i.e. the first class to learn the song teaches to the next, they each

teach to a class and so on until the whole school knows the song and can sing it together.)

New Zealand Curriculum links

Level 1-2

Key Competencies

Relating to others

Values

Integrity; Respect.

Learning Objectives

Health and Physical Education –

Safety management: describe safe practices and identify people who can help.

Relationships: identify ways of maintaining relationships between individuals and within groups.

Hector's World Learning Links

Online Safety

Dealing with cyberbullying

Digital Citizenship

Respecting self and others online

Cyberbullying Worksheet

Cyberbullying is when technology like the internet or a mobile phone is used to make someone feel _____.

Some jokes are funny, but teasing and making someone feel _____ is not a joke.

When Hector saw that Ming was sad he felt _____.

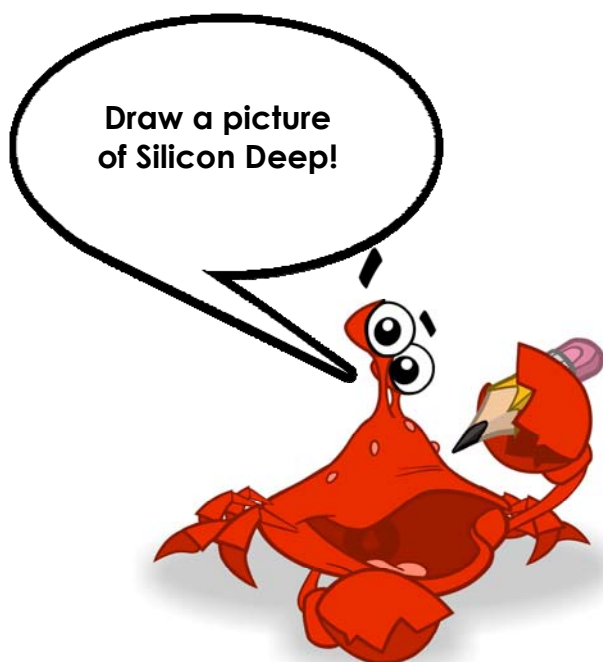
Constable Solosolave said that we should never stand by and let _____ things happen to people in our community.

Ming's friends were _____ when she re-joined them at Digital Citizens' Day.

When Brooke and Bella realised that what they did was wrong they said they were really _____.

The friends learned it is not okay to tease someone even if it is just a _____.

Ming learned that talking to someone about a problem will make you feel _____.



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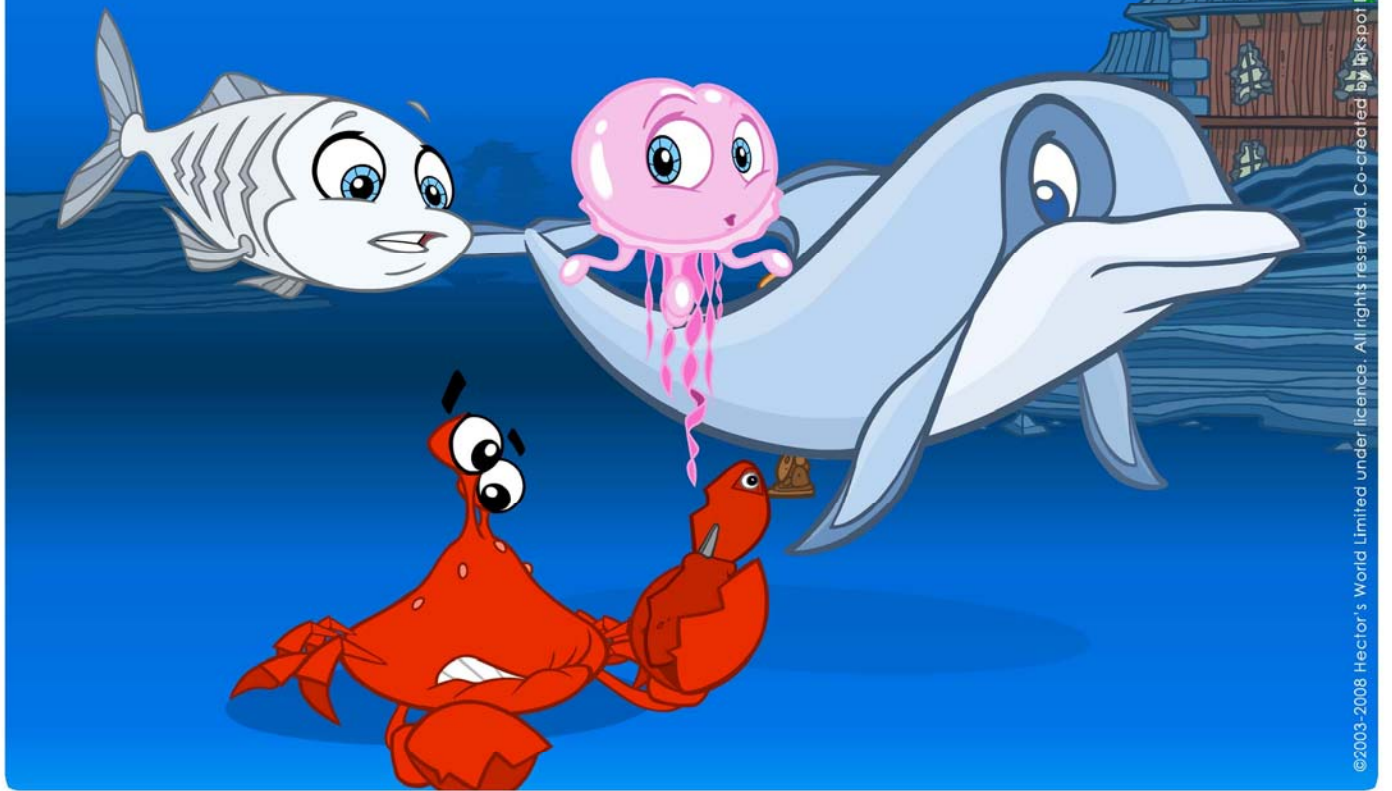
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